

# Leadership for the 21<sup>st</sup> Century

**Raymond J. McNulty, Senior Vice President**  
**International Center for Leadership in Education**

**ARIZONA**

# ICLE Program of Work

- Identify the essential characteristics of successful schools and the most rapidly improving schools
- Best Practices/Research to assist schools
- Organize our learning into useful tools



- **Not an expert**
- **I'm a learner and I change my opinion based on what I learn.**



**THINK** of a number from 1 to 10

**MULTIPLY** that number by 9

If the number is a 2-digit number,  
**ADD** the digits together


**Now SUBTRACT 5**



**DETERMINE** which letter in the alphabet corresponds to the number you ended up with (example: 1=a, 2=b, 3=c,etc.)

**THINK** of a country that starts with that letter

**REMEMBER** the last letter of the name of that country



**THINK** of the name of an animal  
that starts with that letter

**REMEMBER** the last letter in the  
name of that animal

**THINK** of the name of a fruit that  
starts with that letter



**Are you thinking of a  
Kangaroo in Denmark  
eating an Orange?**



**SUCCESS BY DESIGN  
NOT BY CHANCE**





- **The Challenge is Complex**
- **Motivation**
- **Change, Creativity and Innovation**
- **Quad D Instruction and Leadership**
- **Closing Thoughts**



# THEMES

- **The Challenge is complex**



*According to repeated nationwide surveys,*

# More Doctors Smoke **CAMELS** than any other cigarette!

Doctors in every  
branch of medicine  
were asked, "What  
cigarette do you smoke?"  
The brand named most  
was Camel!

You'll enjoy Camels for the same reason  
so many doctors enjoy them. Camels have  
rich, cool satisfaction, pack after pack, and  
a flavor unmatched by any other cigarette.

Make this simple test: Smoke only  
Camels for 30 days and see how well Camels  
please your taste. How well they suit  
your throat as you really smoke. You'll  
see how enjoyable a cigarette can be!

THE DOCTORS' CHOICE IS AMERICA'S CHOICE!



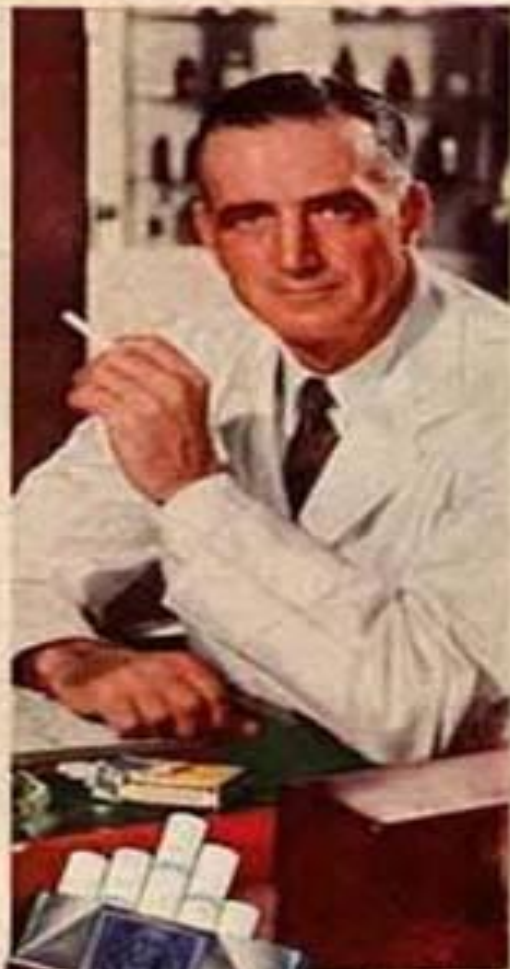
DR. MARY PETERSON, "I smoke  
Camels. They give me  
satisfaction and relaxation."



DR. ROBERT L. BROWN, "I smoke  
Camels. They give me  
satisfaction and relaxation."



DR. ROBERT L. BROWN, "Camels  
are my favorite. They  
give me satisfaction."



*For 30 days, test Camels in your "T-Zone" (T for Throat, T for Taste).*

[www.StrangeCosmos.com](http://www.StrangeCosmos.com)

Educators need to become  
the agents of change.



# Objects of Change

Federal/State Gov't.  
SEA,



Schools, Staff,  
Students, Community

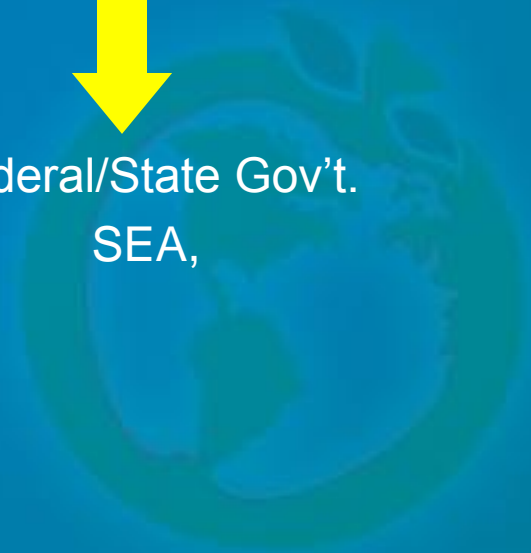
vs.

# Agents of Change

Schools, Colleges,  
Staff, Students,  
Community



Federal/State Gov't.  
SEA,



We need fewer, clearer and  
more rigorous standards!

**OUR PROBLEM IS NOT  
SIMPLY STANDARDS, BUT  
“DESIGN” AS WELL!!!!**

# **Texas NESS Study**

## **Subgroup Rankings**

**ELA Skill: *Write clear and concise directions or procedures.***

| <b>Group</b>                          | <b>Rank</b> |
|---------------------------------------|-------------|
| <b>Overall Texas</b>                  | <b>9</b>    |
| <b>Business/Industry</b>              | <b>2</b>    |
| <b>Other Non-educators</b>            | <b>10</b>   |
| <b>English Language Arts Teachers</b> |             |
| <b>Other Educators</b>                | <b>8</b>    |

# **Texas NESS Study**

## **Subgroup Rankings**

**ELA Skill: *Write clear and concise directions or procedures.***

| <b>Group</b>                          | <b>Rank</b> |
|---------------------------------------|-------------|
| <b>Overall Texas</b>                  | <b>9</b>    |
| <b>Business/Industry</b>              | <b>2</b>    |
| <b>Other Non-educators</b>            | <b>10</b>   |
| <b>English Language Arts Teachers</b> | <b>25</b>   |
| <b>Other Educators</b>                | <b>8</b>    |



# **Texas NESS Study**

## **Subgroup Rankings**

**ELA Skill: *Give clear and concise oral directions.***

| <b>Group</b>                          | <b>Rank</b> |
|---------------------------------------|-------------|
| <b>Overall Texas</b>                  | <b>7</b>    |
| <b>Business/Industry</b>              | <b>3</b>    |
| <b>Other Non-educators</b>            | <b>9</b>    |
| <b>English Language Arts Teachers</b> |             |
| <b>Other Educators</b>                | <b>7</b>    |

# **Texas NESS Study**

## **Subgroup Rankings**

**ELA Skill: *Give clear and concise oral directions.***

| <b>Group</b>                          | <b>Rank</b> |
|---------------------------------------|-------------|
| <b>Overall Texas</b>                  | <b>7</b>    |
| <b>Business/Industry</b>              | <b>3</b>    |
| <b>Other Non-educators</b>            | <b>9</b>    |
| <b>English Language Arts Teachers</b> | <b>28</b>   |
| <b>Other Educators</b>                | <b>7</b>    |

# **Texas NESS Study**

## **Subgroup Rankings**

**Math Skill:** *Apply the Pythagorean Theorem to right triangles.*

| <b>Group</b>                | <b>Rank</b> |
|-----------------------------|-------------|
| <b>Overall Texas</b>        | <b>20</b>   |
| <b>Business/Industry</b>    | <b>29</b>   |
| <b>Other Non-educators</b>  | <b>31</b>   |
| <b>Mathematics Teachers</b> |             |
| <b>Other Educators</b>      | <b>24</b>   |

# **Texas NESS Study**

## **Subgroup Rankings**

**Math Skill:** *Apply the Pythagorean Theorem to right triangles.*

| <b>Group</b>                | <b>Rank</b> |
|-----------------------------|-------------|
| <b>Overall Texas</b>        | <b>20</b>   |
| <b>Business/Industry</b>    | <b>29</b>   |
| <b>Other Non-educators</b>  | <b>31</b>   |
| <b>Mathematics Teachers</b> | <b>4</b>    |
| <b>Other Educators</b>      | <b>24</b>   |

# **Texas NESS Study**

## **Subgroup Rankings**

**Math Skill:** *Understand accuracy and precision of measurement, round off numbers according to the correct number of significant figures, and determine percent error.*

| <b>Group</b>                | <b>Rank</b> |
|-----------------------------|-------------|
| <b>Overall Texas</b>        | <b>12</b>   |
| <b>Business/Industry</b>    | <b>3</b>    |
| <b>Other Non-educators</b>  | <b>10</b>   |
| <b>Mathematics Teachers</b> | <b>30</b>   |
| <b>Other Educators</b>      | <b>8</b>    |

# **Texas NESS Study**

## **Subgroup Rankings**

**Social Studies Skill (Economics): *Investigate how a cost/benefit analysis can influence decisions based on profits and losses.***

| <b>Group</b>                   | <b>Rank</b> |
|--------------------------------|-------------|
| <b>Overall Texas</b>           | <b>22</b>   |
| <b>Business/Industry</b>       | <b>3</b>    |
| <b>Other Non-educators</b>     | <b>15</b>   |
| <b>Social Studies Teachers</b> | <b>57</b>   |
| <b>Other Educators</b>         | <b>18</b>   |

# **Texas NESS Study**

## **Subgroup Rankings**

**Social Studies Skill (History): *Analyze major global occurrences from 1000 BCE – 1914 CE (onset of World War I) and describe the causes, consequences, or results.***

| <b>Group</b>                   | <b>Rank</b> |
|--------------------------------|-------------|
| <b>Overall Texas</b>           | <b>21</b>   |
| <b>Business/Industry</b>       | <b>24</b>   |
| <b>Other Non-educators</b>     | <b>21</b>   |
| <b>Social Studies Teachers</b> | <b>8</b>    |
| <b>Other Educators</b>         | <b>23</b>   |

**The primary aim of education is not to enable students to do well in school, but to help them do well in the lives they lead outside of school.**





SO, HOW HAS  
HIGH SCHOOL  
PREPARED YOU  
FOR THIS  
JOB?

|    |     |     |     |     |     |
|----|-----|-----|-----|-----|-----|
| 8  | <A> | <B> | <C> | <D> | <E> |
| 9  | <A> | <B> | <C> | <D> | <E> |
| 10 | <A> | <B> | <C> | <D> | <E> |
| 11 | <A> | <B> | <C> | <D> | <E> |
| 12 | <A> | <B> | <C> | <D> | <E> |
| 13 | <A> | <B> | <C> | <D> | <E> |
| 14 | <A> | <B> | <C> | <D> | <E> |
| 15 | <A> | <B> | <C> | <D> | <E> |
| 16 | <A> | <B> | <C> | <D> | <E> |
| 17 | <A> | <B> | <C> | <D> | <E> |
| 18 | <A> | <B> | <C> | <D> | <E> |
| 19 | <A> | <B> | <C> | <D> | <E> |
| 20 | <A> | <B> | <C> | <D> | <E> |
| 21 | <A> | <B> | <C> | <D> | <E> |
| 22 | <A> | <B> | <C> | <D> | <E> |
| 23 | <A> | <B> | <C> | <D> | <E> |
| 24 | <A> | <B> | <C> | <D> | <E> |
| 25 | <A> | <B> | <C> | <D> | <E> |
| 26 | <A> | <B> | <C> | <D> | <E> |
| 27 | <A> | <B> | <C> | <D> | <E> |
| 28 | <A> | <B> | <C> | <D> | <E> |

# We've created false proxies for learning...

- Finishing a course or textbook has come to mean achievement
- Listening to lecture has come to mean understanding
- Getting a high score on a standardized test has come to mean proficiency

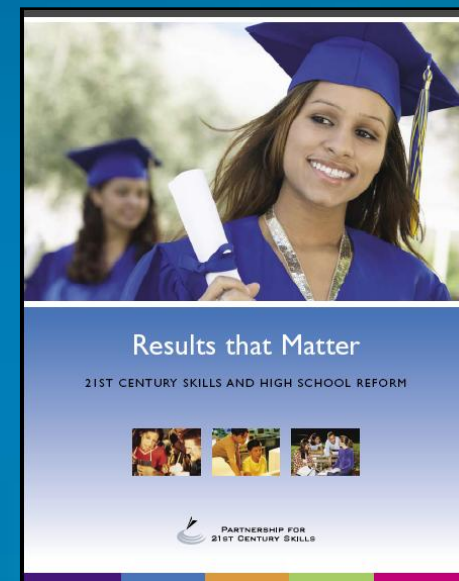
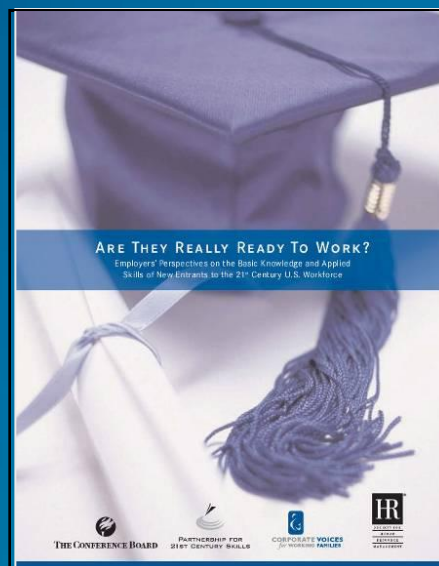
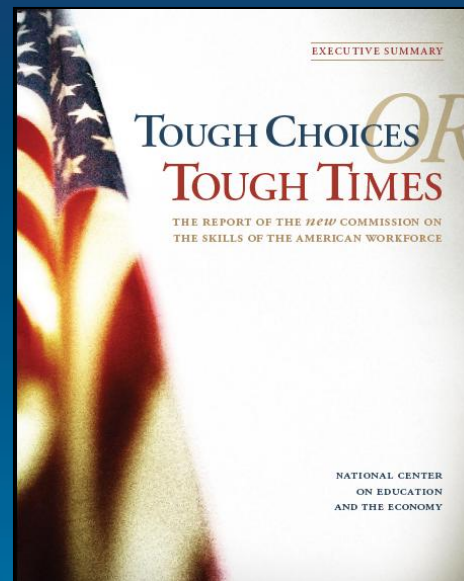
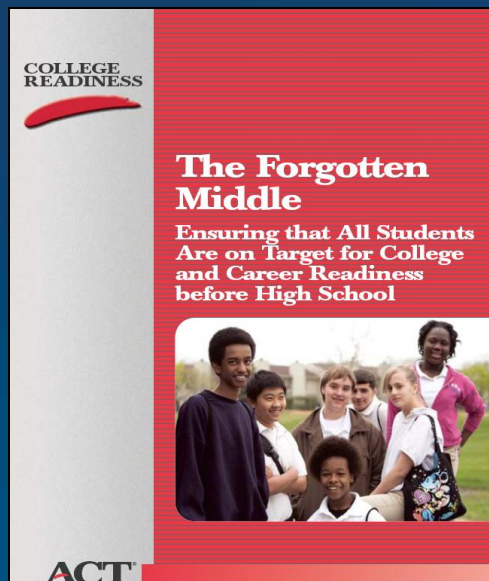


# Learning should have its roots in..

- Meaning, not just memory
- Engagement, not simply transmission
- Inquiry, not only compliance
- Exploration, not just acquisition
- Personalization, not simply uniformity
- Collaboration, not only competition
- Trust, not fear







The background of the slide features a close-up, slightly blurred image of a purple graduation cap with a gold tassel. Below the cap, a white diploma tied with a purple ribbon is visible, along with the purple tassel of another cap. A dark blue horizontal band is positioned across the middle of the image, containing the title and subtitle in white text.

## ARE THEY REALLY READY TO WORK?

Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21<sup>st</sup> Century U.S. Workforce



THE CONFERENCE BOARD



Partnership for  
21st Century Learning



CORPORATE VOICES  
FOR WORKING FAMILIES



HR  
HUMAN RESOURCES  
MANAGEMENT

- **Basic Knowledge/Skills**

- **English Language (spoken)**
- **Reading Comprehension**
  - **(in English)**
- **Writing in English**
  - **(grammar, spelling, etc.)**
- **Mathematics**
- **Science**
- **Government/Economics**
- **Humanities/Arts**
- **Foreign Languages**
- **History/Geography**

- **Applied Skills**

- **Critical Thinking/Problem Solving**
- **Oral Communication**
- **Written Communication**
- **Teamwork/Collaboration**
- **Diversity**
- **Information Technology Application**
- **Leadership**
- **Creativity/Innovation**
- **Lifelong Learning/Self Direction**
- **Professionalism/Work Ethic**
- **Ethics/Social Responsibility**

“Are They Really Ready To Work?”

# MOTIVATION



We need more artists,  
so here's our plan.

**REQUIRE ALL HIGH  
SCHOOL STUDENTS  
TO TAKE MORE ART!**





We need more scientists and mathematicians, so here's our plan.

**REQUIRE ALL HIGH  
SCHOOL STUDENTS  
TO TAKE MORE MATH  
AND SCIENCE!**





# What Works Best?

- REQUIRE
- MANDATE
- FORCE
- EXCITE
- CREATE PASSION
- MOTIVATE



**Motivation is a key ingredient  
for success in learning.**





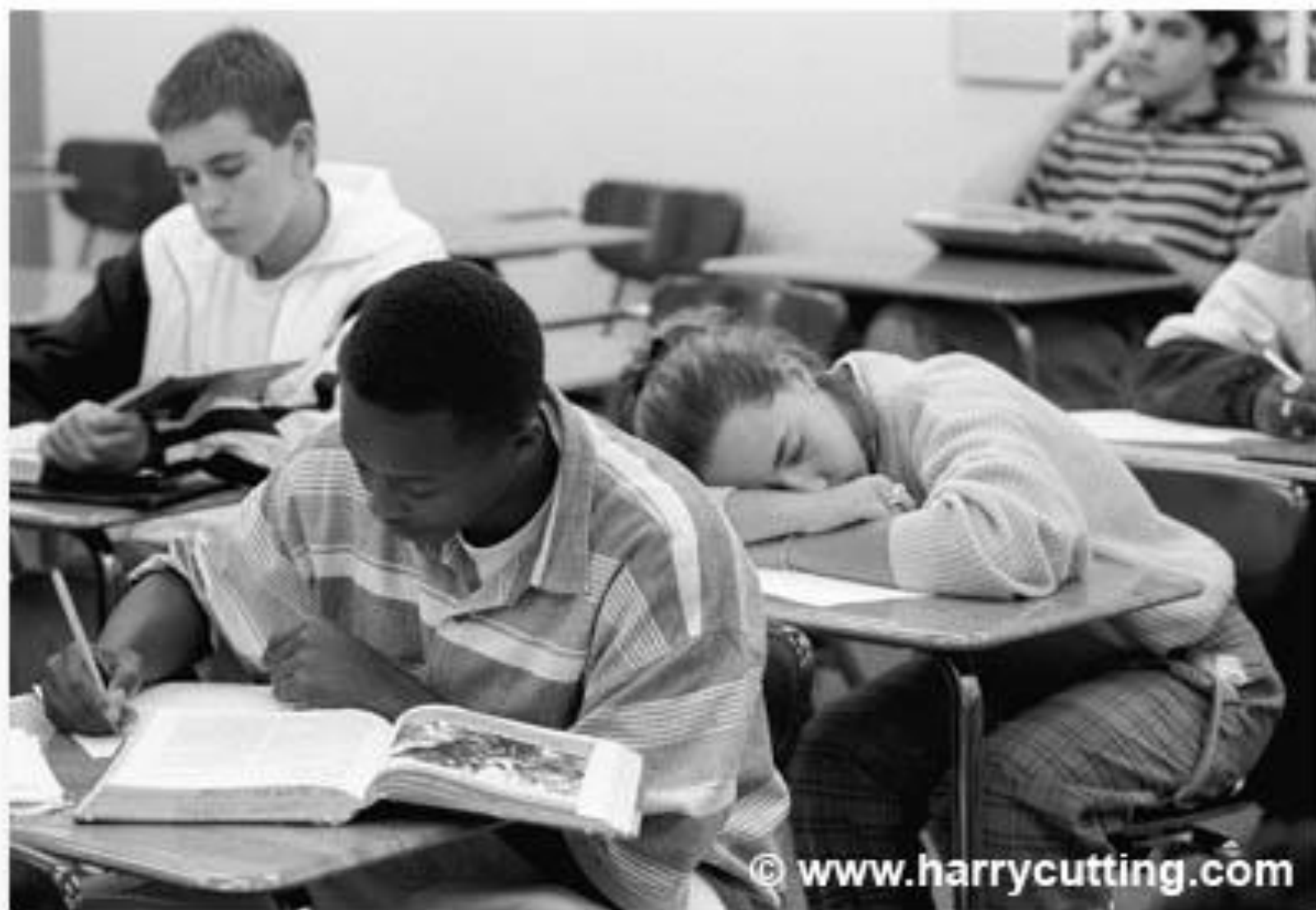
15448-14DG  
'Teach Me' Disc  
© JupiterImages

Creatas

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Talking with kids...

**It's not us against them!**



# **It's Not *Us* Against *Them***

Creating the Schools We Need



*Raymond J. McNulty*



# **CULTURE TRUMPS STRATEGY**

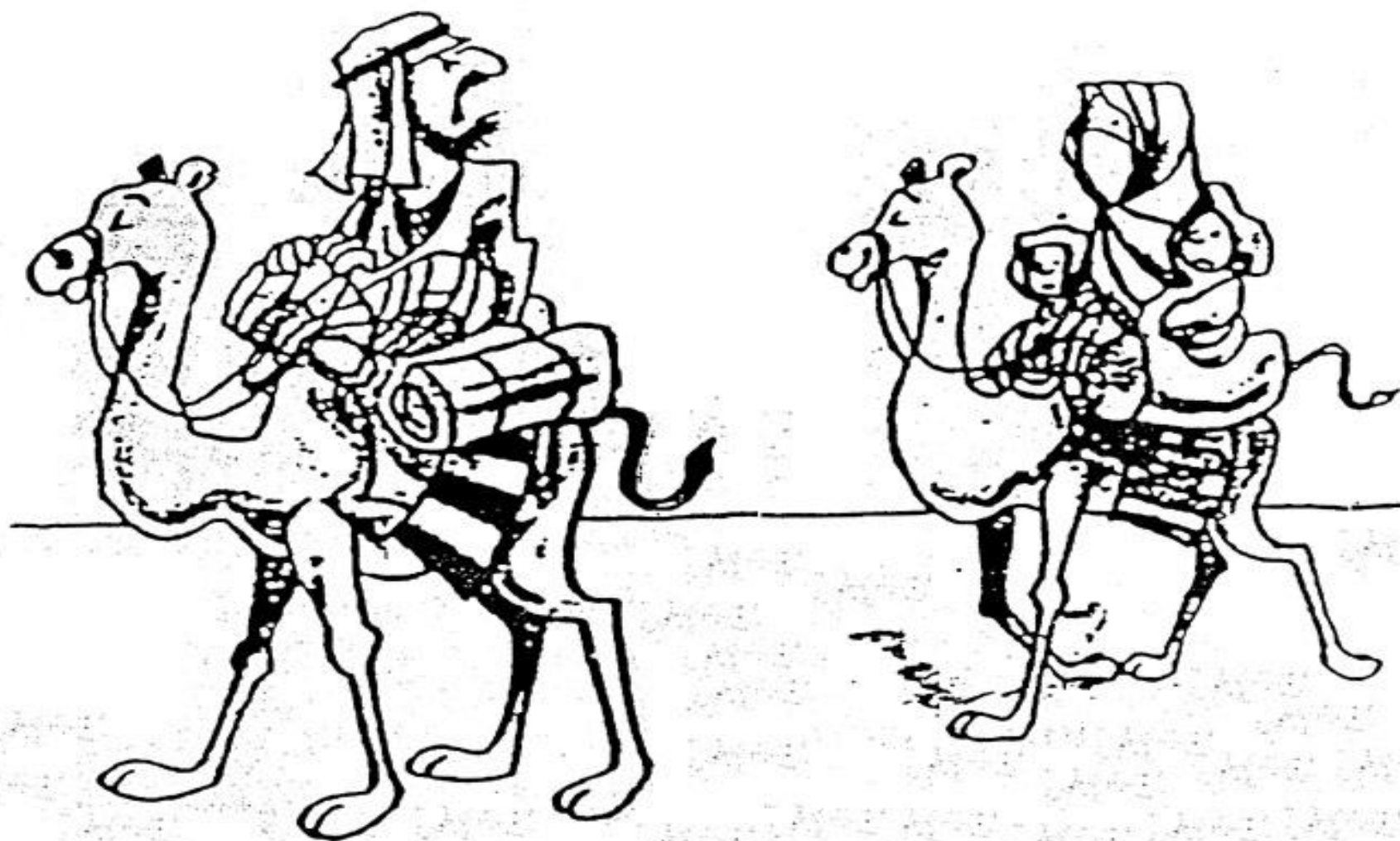


# Themes

- Change, Creativity and Innovation







"Stop asking me if we're almost there!  
We're nomads, for crying out loud!"

We have a flawed perspective of  
always listening to our best  
customers... They tell us how  
good the system is working for  
them!



- Sears
- IBM
- Xerox

# BANKING





"A brilliant teacher, Christensen brings clarity to a muddled and chaotic world of education." —JIM COLLINS, bestselling author of *Good to Great*

# Disrupting Class

*How Disruptive Innovation Will Change the Way the World Learns*



**Clayton M. Christensen**

BESTSELLING AUTHOR OF *THE INNOVATOR'S DILEMMA*

Michael B. Horn & Curtis W. Johnson

# A Story....

- Sir Ken Robinson
- Paul McCartney
- George Harrison



**“In the beginner’s mind  
there are many  
possibilities; in the expert’s  
mind there are few.”**

**-Shurnyu Suzuki**



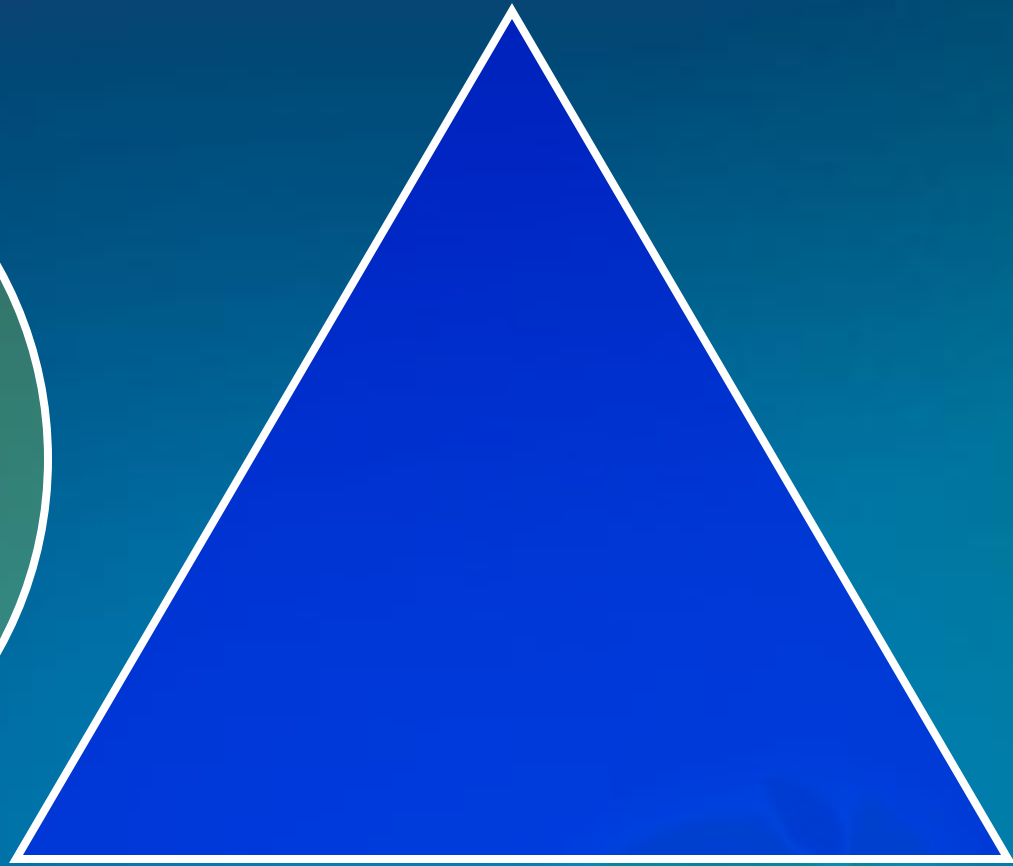


# **Sustaining Innovation and Disruptive Innovation**

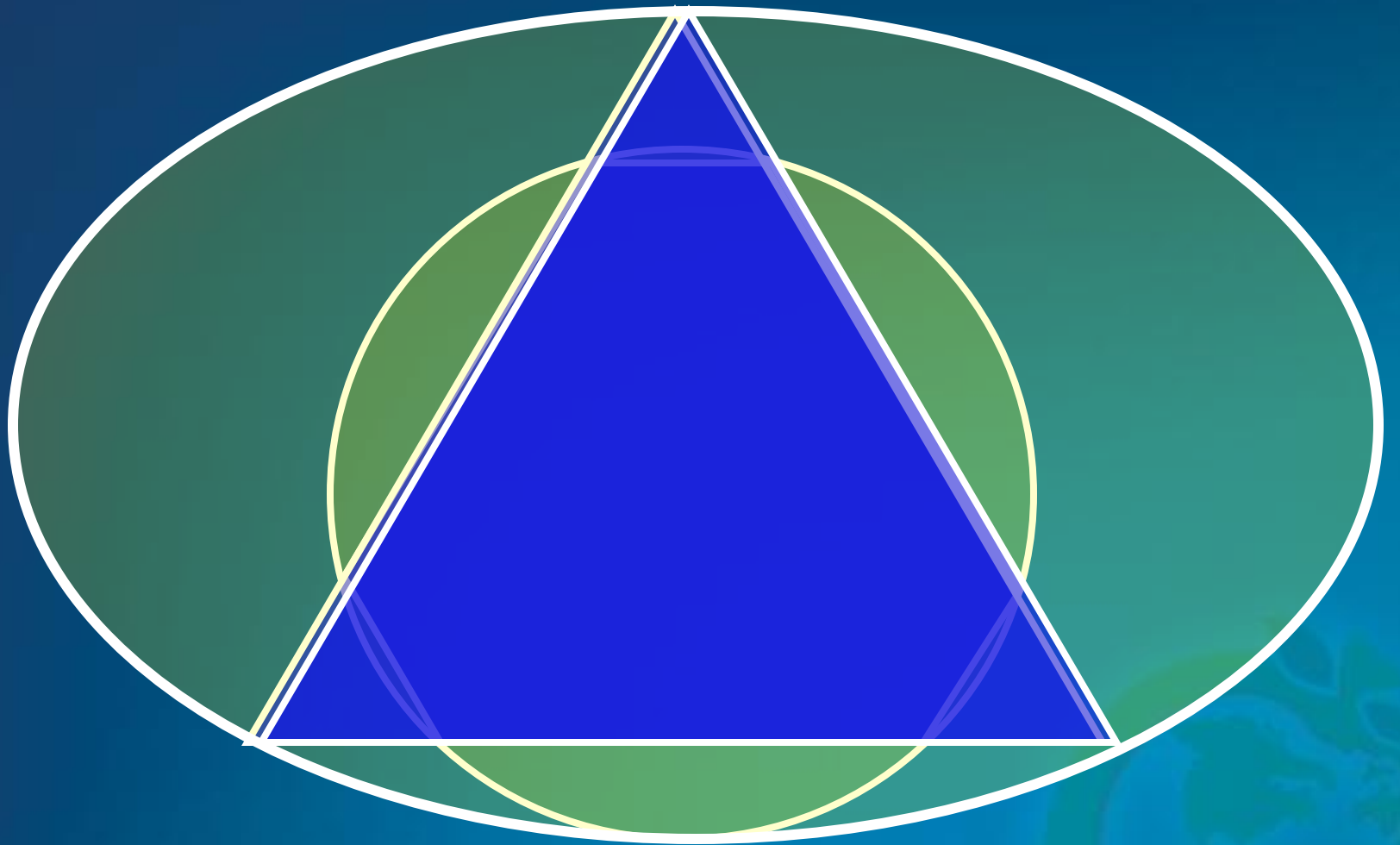




**System**



**Innovation**



**Disrupting Innovation**

# Attributes of an Innovative Organization

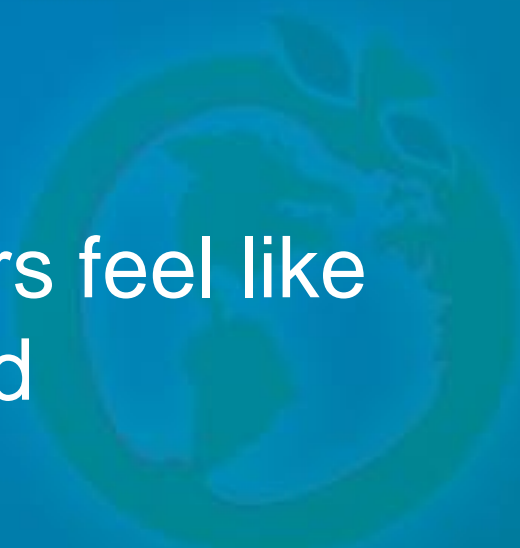




**Empowerment:** Professionals feel that the culture of the organization is the right mix of a tight-loose structure, and new approaches are welcome.

**Risk taking:** Members feel like they can make decisions and take action in the face of uncertainty.

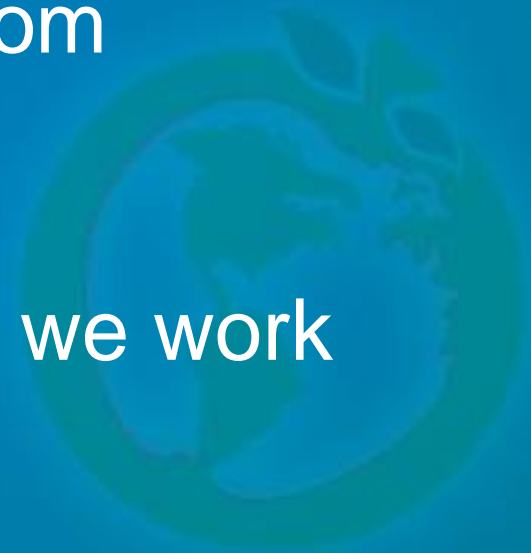
**Critical Conversations:** Members feel like they can be critical of ideas and approaches openly. (SPN)



**Pride and Involvement:** Members take pride in their work, and the challenge excites them to focus on constant improvement.

**Conflict/Tension:** There is a minimal degree of the tension and conflict that causes members to hold back from thinking openly.

**Fun:** This is a fun place to work, we work hard but we have fun.

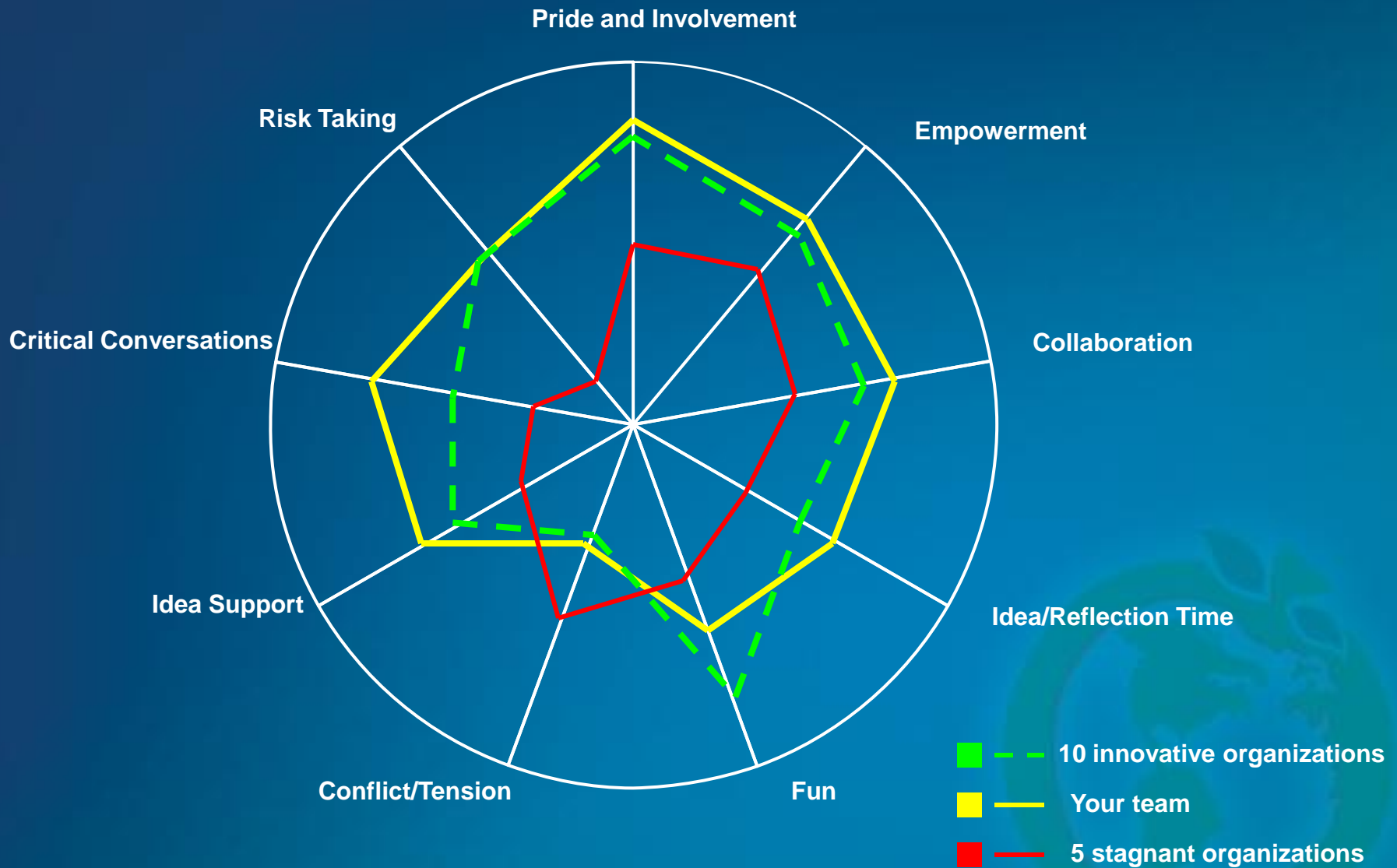


**Collaboration:** There is a spirit here that we all work together, share our thinking and help one another. (SPN)

**Idea/Reflection Time:** We have time to think about our challenges and develop new ways of thinking about our work. (SPN)

**Idea Support:** Team members encourage one another's ideas. (SPN)





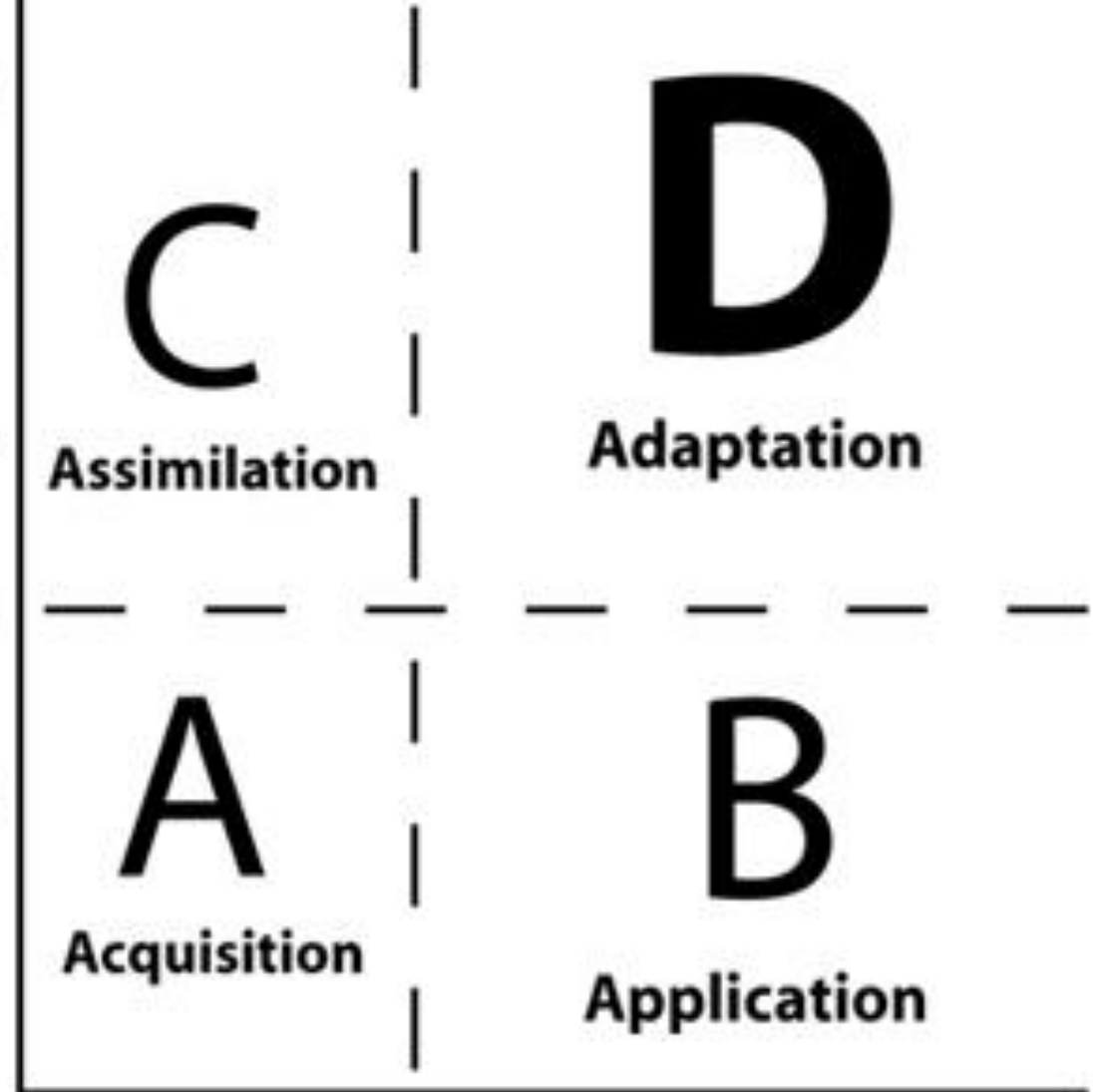
**QUAD D INSTRUCTION**

**QUAD D LEADERSHIP**



**KNOWLEDGE TAXONOMY**

- Evaluation 6
- Synthesis 5
- Analysis 4
- Application 3
- Comprehension 2
- Knowledge/Awareness 1



**APPLICATION MODEL**

- 1 Knowledge in one discipline
- 2 Apply in discipline
- 3 Apply across disciplines
- 4 Apply to real-world predictable situations
- 5 Apply to real-world unpredictable situations

|         |   | 20 <sup>th</sup><br>Century |   | 21 <sup>th</sup><br>Century |   |   |
|---------|---|-----------------------------|---|-----------------------------|---|---|
| Bloom's | 6   | C                           |   | D                           |   |   |
|         | 5   |                             |   |                             |   |   |
|         | 4   |                             |   |                             |   |   |
|         | 3 <td colspan="2" rowspan="3">A</td> <td colspan="3" rowspan="3">B</td> | A                           |   | B                           |   |   |
|         | 2   |                             |   |                             |   |   |
|         | 1   |                             |   |                             |   |   |
|         |   | 1                           | 2 | 3                           | 4 | 5 |
|         |   | Application                 |   |                             |   |   |

# Quadrant D Leadership

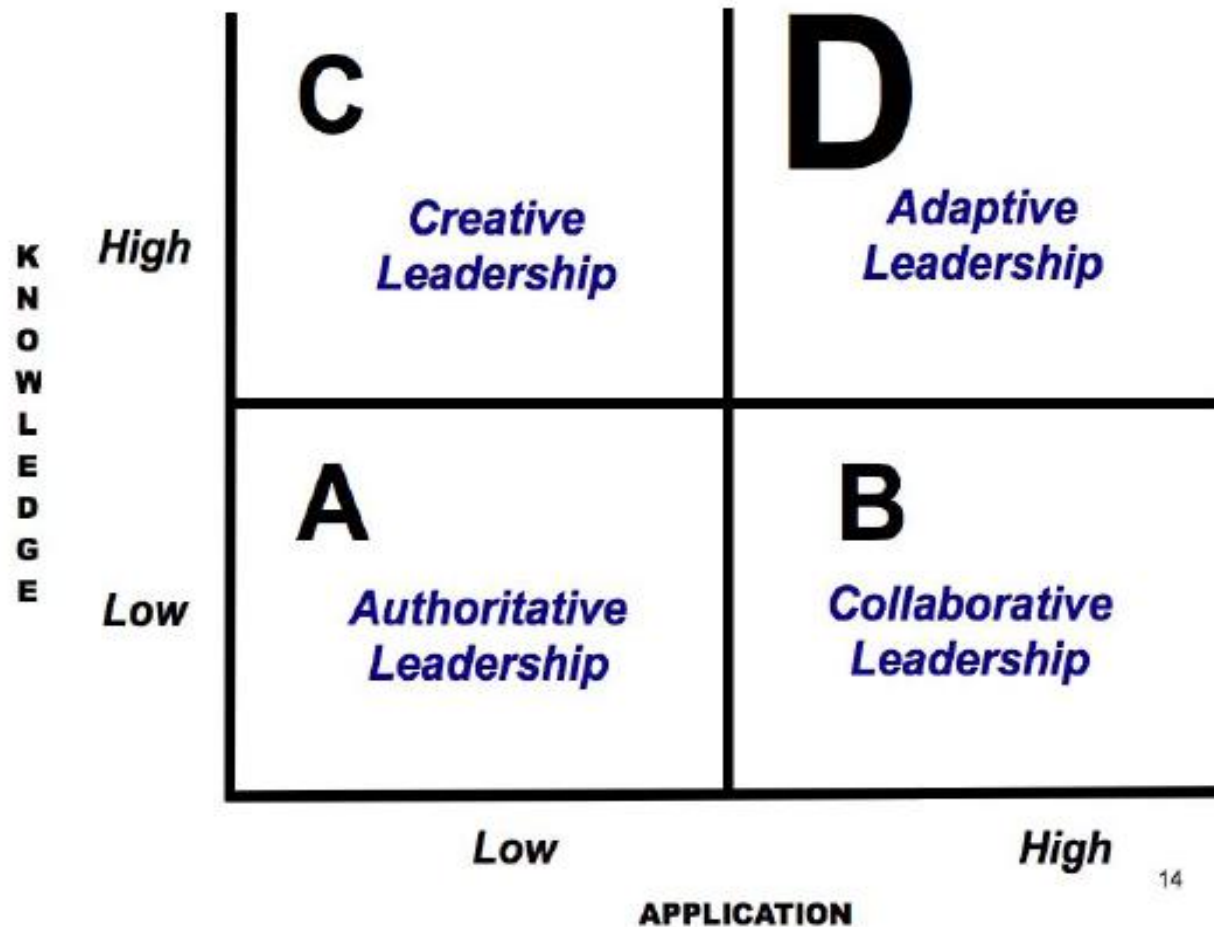
- International Center's Unique Brand in the Field of Educational Leadership
- Anchored by the Philosophy and Principles of the Rigor/Relevance Framework
- Influenced by Practitioner's in the Nations Most Successful and Rapidly Improving Schools
- Vision Driven
- Based on School/ District DNA



# ***Definition of Leadership***

*School leadership is a disposition for taking action. Quadrant D Leadership is the collaborative responsibility for taking action to reach the future oriented goal of the intellectual, emotional and physical needs of each student.*

## ***Four Quadrants of Leadership***



# Quadrant A – Acquisition (Position)

- Traditional Leadership
- School Manager
- Leaders decide, others act
- Authoritarian

# ***Quadrant D Leadership***

## ***Situations Where Each Quadrant Is Effective***

### **Quadrant A**

- **Student safety and security issues.**
- **Compliance with ethical and legal requirements.**
- **Dismissal of staff.**
- **Significant student behavior disruptions.**
- **Introduction of new state mandates.**
- **Need for fiscal controls.**
- **School maintenance issues.**

# Quadrant B - Application

- Application of Leadership by Administration and Staff
- The Staff Works in a Highly Collaborative Setting
- Actions are aligned with School Goals

# ***Quadrant D Leadership***

## ***Situations Where Each Quadrant Is Effective***

### **Quadrant B**

- **Conditions of low morale, such as layoffs or fiscal cuts.**
- **Hiring and mentoring new staff.**
- **Changes in school community such as changing demographics.**
- **Introduction of new programs, such as a new reading programs.**
- **Frequent turnover in school leadership.**



# **Quadrant C – Assimilation (Research and Best Practices)**

- Reflective and Innovative
- Visionary
- Anticipation of the Future
- Student Needs Drive Action

# ***Quadrant D Leadership***

## ***Situations Where Each Quadrant Is Effective***

### **Quadrant C**

- **Gaps in achievement among different groups of students.**
- **Staff clinging to status quo and traditional instruction.**
- **Poor student achievement.**
- **Low student expectations.**



# **Quadrant D - Adaptation (Disposition)**

- Adaptive and Collaborative
- Reflective and Innovative
- Staff and Students are Empowered to Take a Significant Leadership Role

# ***Quadrant D Leadership***

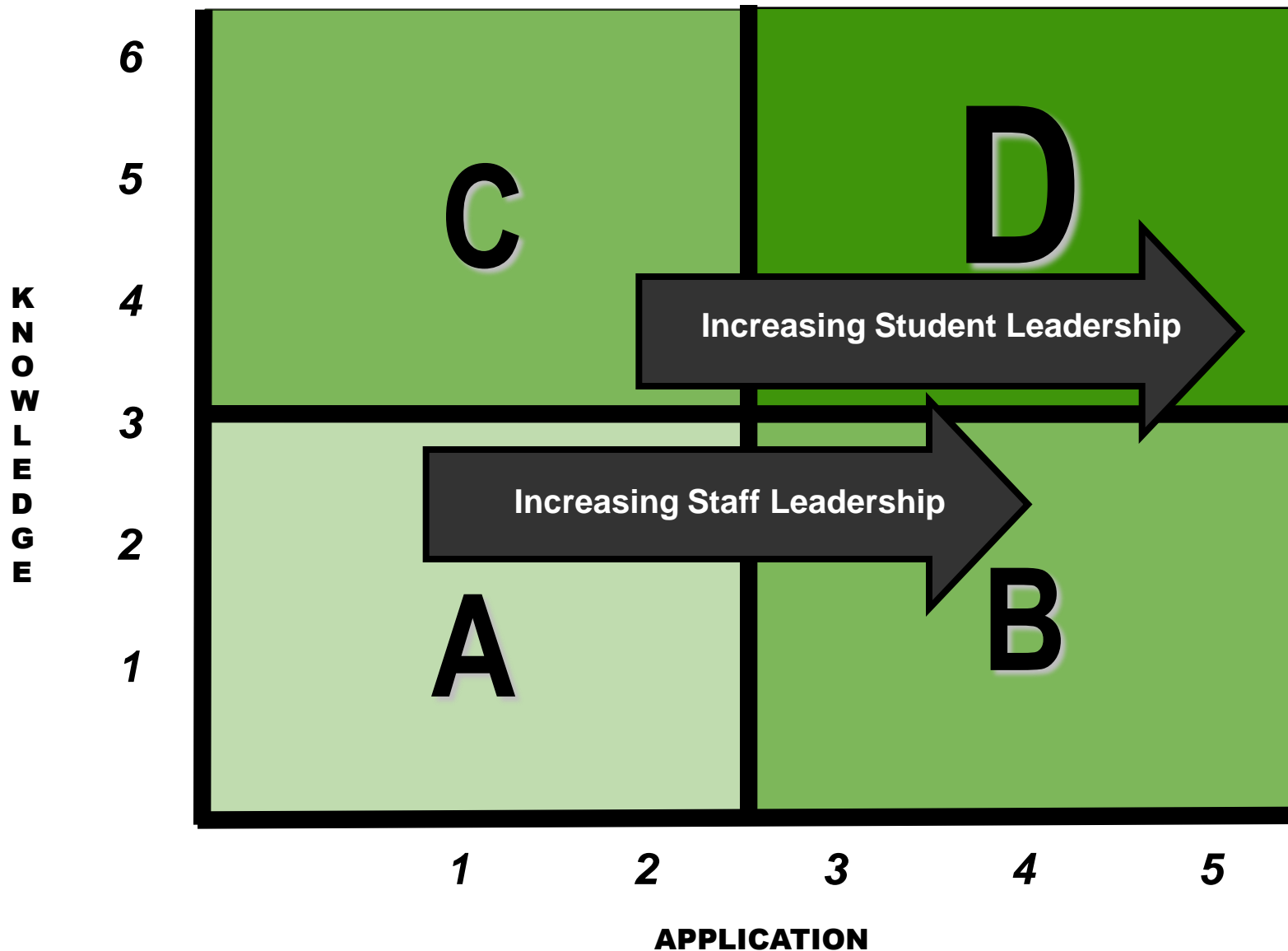
## ***Situations Where Each Quadrant Is Effective***

### **Quadrant D**

- **Need for innovative approach.**
- **Moving from good to great school.**
- **Sustaining school improvement efforts.**
- **Low student engagement.**
- **Shortage of prospective leaders.**
- **New school planning.**

**Quadrant D Leaders  
function in each Quadrant,  
continually striving to  
influence school  
stakeholders to spend  
most of their time in  
Quadrant D.**

# *Four Quadrants of Leadership*



# Closing Thoughts



**SUCCESS BY DESIGN  
NOT BY CHANCE**




**Mission:**

**Why we exist**



# **Google's Mission:**

**“To organize the  
world's information  
and make it universally  
accessible and useful.”**

A faint, light blue background image of a globe is visible behind the text. The globe shows the continents of North and South America, with the Atlantic Ocean in the center. The image is semi-transparent and serves as a decorative backdrop for the text.



**What is your mission?**

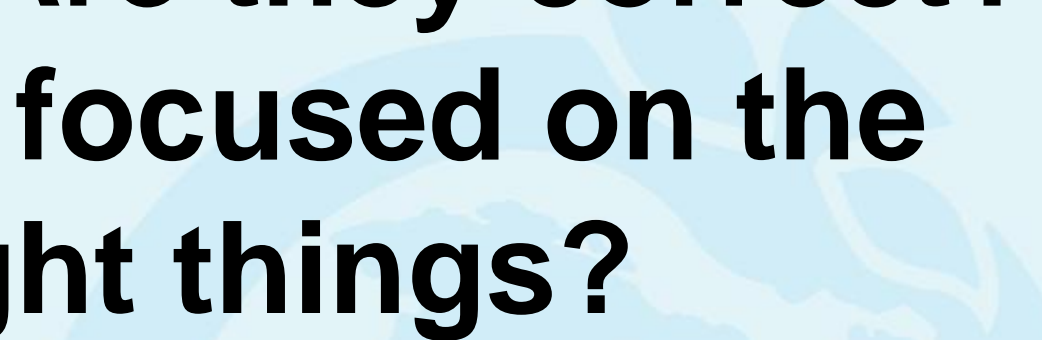


# **Values:**

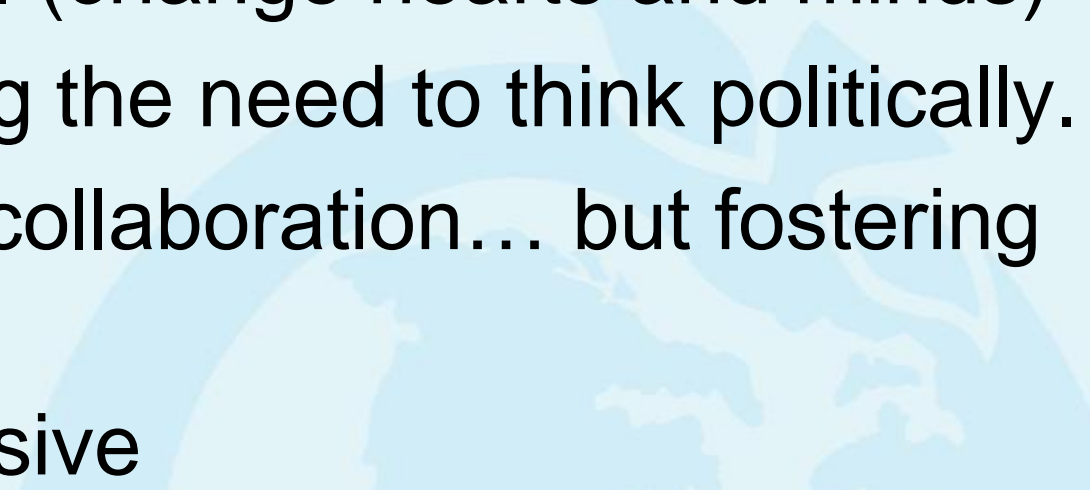
**What we believe in and  
how we will behave**



**Whenever something  
doesn't work, revisit the  
mission and values of the  
system. Are they correct?  
Are we focused on the  
right things?**

A faint, light blue background image of a globe is visible behind the text, showing the outlines of continents and oceans.

# COMMON MISTAKES

- Misdiagnosing problems... are they technical which require a skill... or adaptive which require people to clarify priorities and learn new ways of thinking and behaving. (change hearts and minds)
  - Understanding the need to think politically.
  - Not teaching collaboration... but fostering it.
  - Getting defensive
- 

# COMMON MISTAKES

- Avoiding conflict.... Leadership requires, heart, stomach and skill.
- Thinking you need to have all the answers.
- Trying to go it alone.



# Leadership for the 21<sup>st</sup> Century

**Raymond J. McNulty, Senior Vice President**  
**International Center for Leadership in Education**

**ARIZONA**



# A Story....

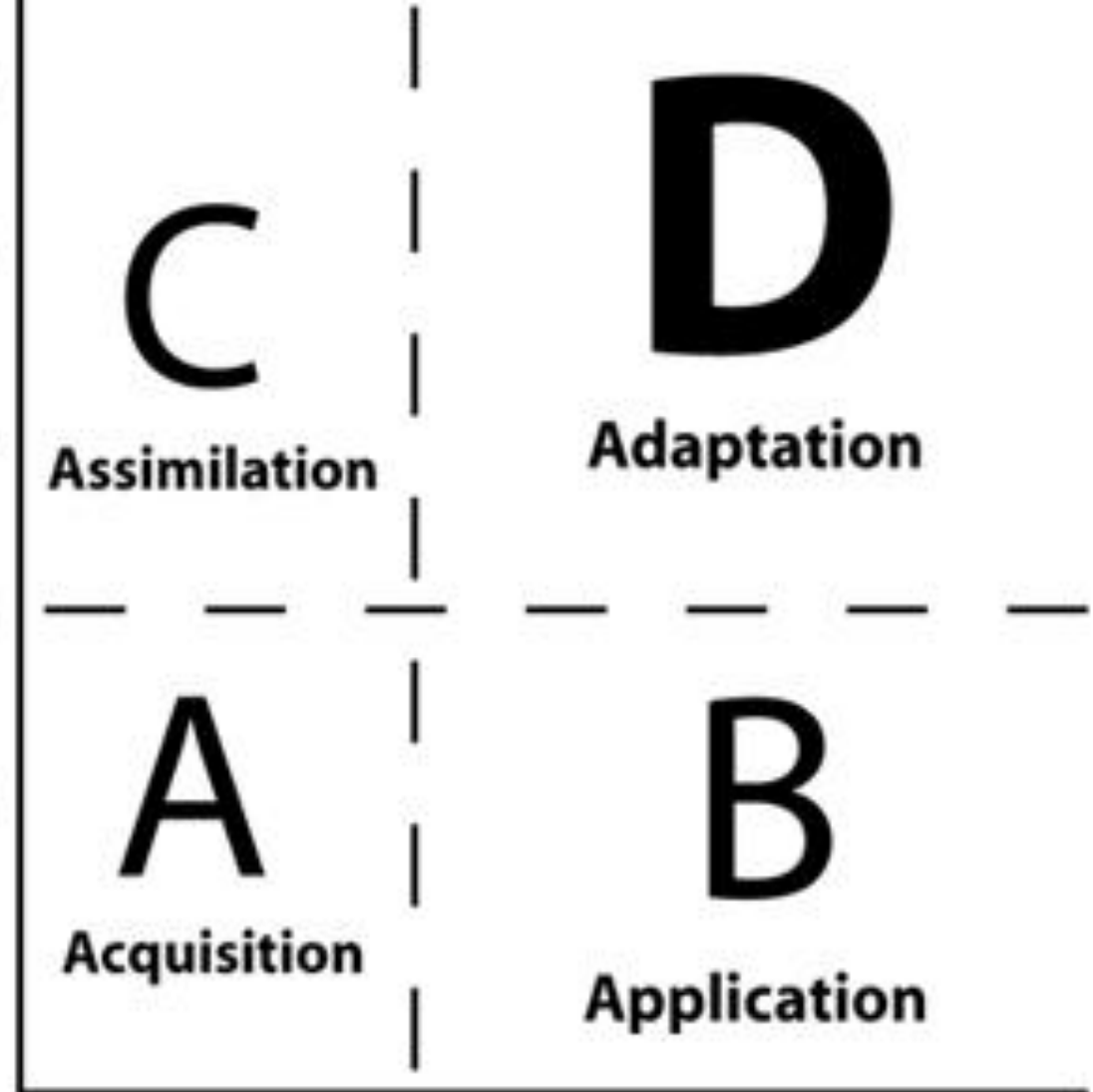
- Not a bad idea, but to earn a grade more than a C+, the idea has to be viable! (Yale Professor)
- Fredrick Smith
- The idea FedEx





**KNOWLEDGE TAXONOMY**

- Evaluation 6
- Synthesis 5
- Analysis 4
- Application 3
- Comprehension 2
- Knowledge/Awareness 1



**APPLICATION MODEL**

- 1 Knowledge in one discipline
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- 5 Apply to real-world unpredictable situations

A woman with dark hair, wearing a white tank top, is blowing a cloud of smoke from a cigarette towards a man's face. The man is in profile, looking towards the woman. The background is a warm, golden-yellow color. The overall mood is sensual and provocative.

**Blow in her face and she'll follow you anywhere.**

Hit her with tangy Tipalet Cherry. Or spicy, grapey Tipalet Burgundy. Or luscious Tipalet Blueberry. It's Wild! Tipalet: it's new. Different. Delicious in taste and in aroma. A puff in her direction and she'll follow you, anywhere. Oh yes...you get smoking satisfaction without inhaling smoke.

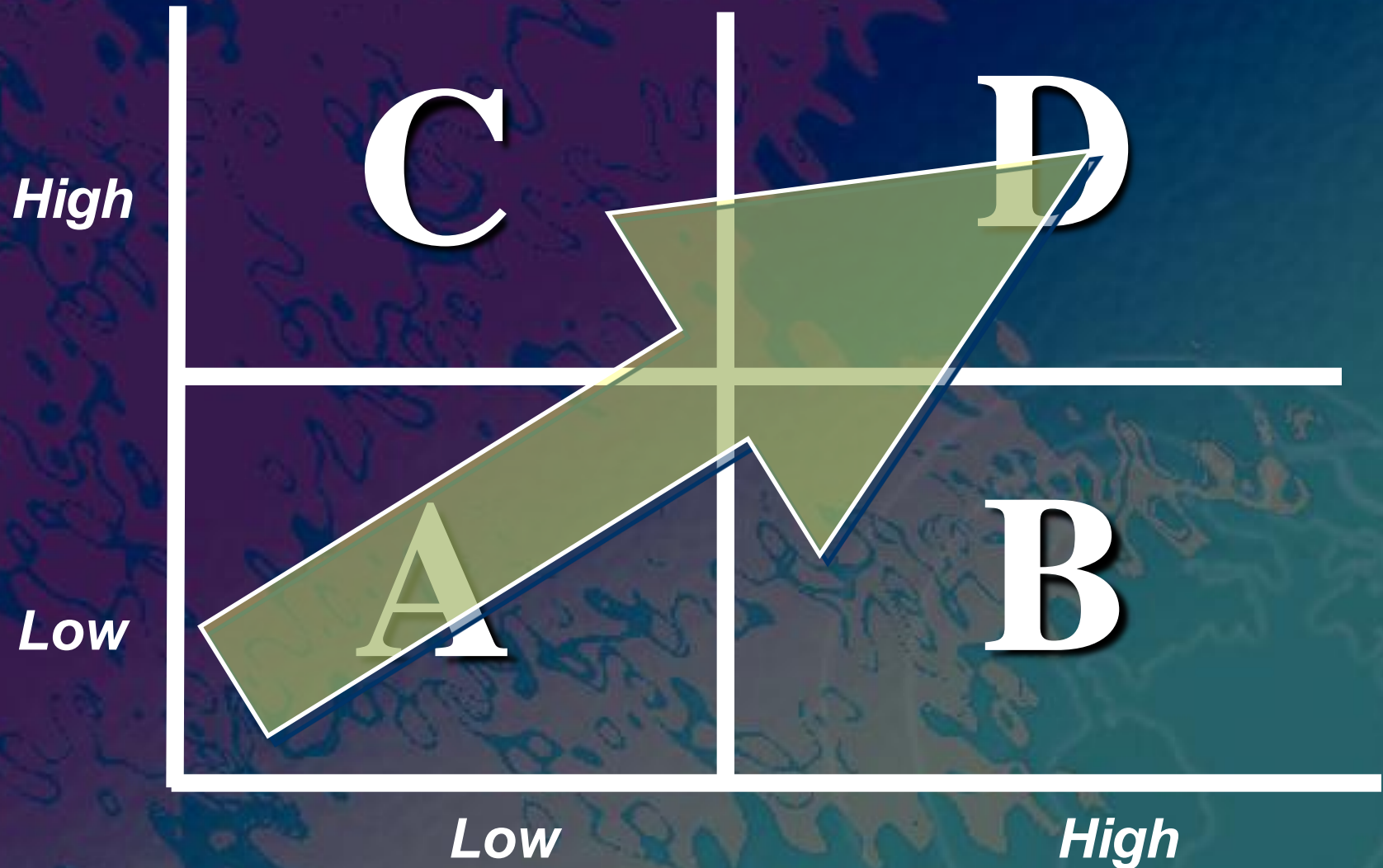
| TIPALET   | TIPALET   | TIPALET   | TIPALET   |
|---|---|---|---|
| CHERRY  | BURGUNDY  | BLUEBERRY   | WILD  |
|  |  |  |  |

Now from Muriel.

About 5 for 25¢.

Smokers of America, do yourself a flavor. Make your next cigarette a **Tipalet.**

# Quad D Leadership Framework





# Quad D Leadership Framework

